DOCUMENT RESUME

ED 148 377 IR 005 508

TITLE Project REACH. Final Report.
INSTITUTION Dayton-Miami Valley Consortium, Dayton, Ohio.
SPONS AGENCY Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.
PUB DATE 76
NOTE 63p.

EDRS PRICE MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS *Adult Learning; *Cable Television; Community Education; *Community Involvement; Consortia; Course Evaluation; Educational Coordination; *Educational Television; Instructional Design; Instructional Materials; *Post Secondary Education; Programing (Broadcast); Publicize; *Workshops

ABSTRACT

The purpose of this project was to plan and implement an educational delivery system capable of reaching an entire community and willing to respond to its specific educational needs. Participating institutions included the members of the consortium and cable television and newspaper resources. The general goals of the project were (1) to attract and hold adult learners in the target community; (2) to improve the quality and diversity of educational programs offered to residents of the target communities; (3) to improve the availability of postsecondary education course offerings and promote the active participation of community residents; and (4) to reduce costs of educational offerings and become financially self sufficient. Staff included course development consultants, projection staff, and marketing personnel. Although not everything projected was accomplished, some success in each of the major goals is noted. The appendix includes sections on course selection and development, handbook for prospective REACH course managers, REACH production process, marketing strategy, surveys, course inventory, cable television, and an outreach model. (VT)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED148377

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

SCOPE OF INTEREST NOTICE
The ERIC Facility has assigned this document for processing to: IR JC
In our judgement, this document is also of interest to the clearinghouses noted to the right. Indexing should reflect their special points of view.

Project REACH Final Report

pursuant to a grant received from
The Fund for the Improvement of
Postsecondary Education, HEW

Office of Community Services
Dayton-Miami Valley Consortium
Joseph E. Orndorff, Project Dir.
Jeptha J. Carrell, Pres., DMVC

For additional information contact:
Joseph E. Orndorff, President
REACH Productions, Inc.
WCET/Channel 48
1223 Central Parkway
Cincinnati, Ohio 45214
513-381-4033

IR005 508

Final Report
Project REACH

At the end of its third and final year, Project REACH can note many achievements and accomplished goals, some disappointments, clear impact on the involved colleges and communities, and some important conclusions and implications for future similar undertakings.

Overview

Early in 1973, the Office for the Fund for the Improvement of Postsecondary Education of HEW accepted the proposal "Cable Television: A Potential Multipurpose Learning and Human Services Delivery System". A grant was made to the Dayton-Miami Valley Consortium to fund the proposed project from July 1, 1973, until June 30, 1976. Joseph E. Orndorff, Director of Community Services for the Consortium, was named Project Director. Participating institutions included the members of the Consortium and cable television and newspaper resources.

Over the three-year period, funding from FIPSE to DMVC for the REACH project totaled $735,604. First year funding amounted to $255,548; second year to $238,997; third year to $241,059. Major costs were equipment, staff, and consultant services.

The purpose of the project was to plan and implement a unique educational delivery system capable of reaching an entire community and willing to respond to specific educational needs of the community. Contributing to the importance of the planned project were decreases in the enrollment of some of the Consortium colleges (REACH planned by providing satisfying educational experiences to encourage some students to return to the classroom), an opportunity to improve the cost-effectiveness of college classes by using televised course segments, and the need for colleges to appraise and meet the needs of special kinds of students in the community.

The proposal identified the general goals of the project in a brief list:

I. To attract and hold adult learners in the target communities.
II. To improve the quality and diversity of educational programs offered to residents of the target communities.
III. To improve the availability of postsecondary education course offerings and promote the active participation of community residents.
IV. To become self-sufficient/reduce costs of educational offerings.

The Project Director and his staff worked within the general goals to develop REACH, an organization reaching out to people in a variety of ways: seeking to find out what people want to learn about, developing quality coursework and educational materials

using a television/workshop combination, and making the courses available to people in very flexible time arrangements. Basic to the REACH plan was the cooperation of the community and any local educational institutions.

Xenia, Ohio and Wilmington, Ohio were selected as the first target communities. Both had cable systems in place and a larger number of cable subscribers. Other communities were included as the project broadened its activities. Richmond, Indiana; Henderson, Kentucky; and Springfield, Ohio became later target communities. Initially, REACH expected to be providing courses in the Dayton area in the third year, but the cable system completion was delayed. REACH could not, therefore, approach the large urban area as planned. Instead, it began utilizing PBS television stations in Cincinnati and Rochester, New York and looking toward the full use of broadcast television as a practical and effective delivery alternative.

Seeking to benefit the target communities, the Consortium institutions, and postsecondary education in general, REACH put together course development consultants, a projection staff, and marketing personnel to work toward the project's overall stated purpose: "To prepare and make available unique and improved learning opportunities encouraging active community participation in the design, production and consumption of all REACH programs."

Goals and Achievements

Original goals and objectives were somewhat altered as the project progressed. For example, very early it was apparent that time schedules for course production were unrealistic: to achieve the quality necessary to hold viewers, the production staff needed time for careful planning and much editing. In addition, early in the second year it became clear that the project cound not be financially self-sufficient by the end of three years. REACH could not have the inventory and did not have the marketing staff to approach this goal.

Although not everything REACH staff projected was accomplished, progress was made, and much was learned to benefit future projects. Certainly some success in each of the major goals can be noted.

Goal I: To attract and hold adult learners in the target communities.

REACH worked toward this goal by finding out what people in the target communities wanted to know, involving community members in selection and planning of courses, and producing quality courseware responding to the community wishes or needs.

To assess community opinion, REACH staff with the Public Opinion Center designed surveys that yielded much solid data to aid decision-making. Surveys were taken in four communities using random samples of both cable subscribers and non-subscribers. A total of 1,620 adults were questioned. Committies of target community residents used the survey results to plan couses, scheduling, and promotion matierals. A minimum of 20 in each of four target communities volunteered time to help REACH staff.

REACH then developed coursework to respond to those community decisions. In the first two surveys, the indication was for leisure time coursework--arts, crafts, hobbies. Thus the first courses REACH developed were non-academic in the traditional sense: Holiday Crafts, Flower Arranging with Louise, Indoor Gardening. Later surveys indicated interest in courses dealing with family centered issues. REACH responded with its American Family Series.

REACH staff, working with a Course Manager for each program, assisted with scripting, graphics, and planning. Much attention was given to the visual interest of the course and to the pace of the material. At first the courses seemed to evolve around the instructor. Later the courses were designed with the material or information as the primary element. Obvious technical advances made this alternative possible.

Production was handled at one of the developed production sites or on location. Low cost black and white equipment yeilded good quality tapes that with careful editing and revision became the taped portion of the planned course.

By the end of the second year, REACH was convinced that previewing and evaluation of each course segment by a community group were essential so that major changes could be made before a course was offered. Volunteers viewed the course segments individually and in groups and offered candid suggestions for improvement. Many portions were redone, reedited, or omitted as a result of this kind of consumer comment.

At the present time, REACH has an inventory of 11 courses of varying lengths, or a total of 50 half hours of taped material which vary in quality, but are available for school or community utilization.

REACH considered the involvement of community residents--the consumers--to be essential to the project success. A real contribution to decision-making, evaluation, public relations and marketing was made by a total of 99 residents of the target communities, an average of 24 for each area.

The courseware was then marketed in the target areas. Marketing became a critical area for REACH. Staff tried several approaches and involved the community members in a variety of ways, but still were not satisfied with results. Visibility of REACH and gradual acceptance seem important. REACH has thus far offered a total of nine courses repeated to total 25 courses in six communities to a total of 917 course participants (275 of which were paying instead of complementary participants). The course which included children (Tennis Time) inflated the total somewhat.

"Coping With Stress" was shown on two PBS affiliate stations and was seen by more than 10,000 people, attracting 545 workshop participants. Despite this somewhat discouraging head count, REACH did "reach" people from age 10 to age 71, of varied educational backgrounds--grade school to Ph.D. Some had taken no organized coursework since completing formal schooling. Comments from all who participated were supportive and encouraging.

The "typical" or "average" student in REACH courses was a married woman in her early forties who wanted to take the course for her own interests and did not, therefore, want college credit. She had heard about the course from friends or from the newspaper, had come with a friend to the workshops, and thought the workshops were essential to the course.

REACH sought to encourage students in the informal courses to enroll in campus credit courses. Two students from REACH courses have enrolled in DMVC college courses. In addition, eight of the REACH courses will be offered by one or more DMVC colleges for credit--perhaps as a comfortable introduction to academic pursuits.

In only two communities have course offerings been numerous and scheduled consecutively. In these communities, REACH was able to enroll a number of students in more than one course.

To attract students from REACH to DMVC institutions, REACH staff distributed in courses information on scholarship and loan possibilities and on-job opportunities. A tape about Consortium schools was produced and used with the REACH cablecast materials. No evidence of the effectiveness of the tape or the printed materials is available, although REACH participants have indicated that they have observed the tape and are now aware of some opportunities in the local colleges.

To achieve Goal I, then, REACH tried to find out what communities wanted to know, developed courseware, involved community members, marketed courses, and appraised students of other opportunities.

Goal II: To improve the quality of educational offerings.

REACH tried to give faculty members of the area colleges an opportunity to develop skills in television course production and to coordinate the expertise available at the varied DMVC schools. At the present time, 40 DMVC faculty members have been involved in the design, production, and/or marketing of REACH programs. Telecommunications assistance has been provided by four of the DMVC institutions.

Several interns from a number of the DMVC schools were trained in various aspects of community organization, course production, or marketing and later hired by private concerns.

Live cablecasts have been done in the target communities to receive comments from subscribers. In addition, each participant has been asked to evaluate courses. Such comments were used to help develop subsequent courses.

REACH has provided eight courses to DMVC institutions which may be offered for credit. These tapes are now available from Clark Technical College, Springfield, Ohio upon request.

REACH worked toward its second goal, then, by involving faculty and students to improve their skills and to capitalize on their talents, by insisting on quality production skills, and by responding to student criticism.

Goal III: To improve the availability of postsecondary offerings in the target communities so that persons not otherwise involved in postsecondary programs may benefit.

REACH has used production sites at four DMVC colleges and at various other sites in the Dayton area. Individuals at these sites will have gained a wide range of expertise which one could hope will continue in efforts for postsecondary offerings.

Credit courses have been developed by REACH and accepted by some DMVC institutions (and thus by cross-registration all of the others) for credit. Thus the home-bound student or the student with an other-than-usual schedule may become involved in college coursework.

Eleven courses were eventually developed by REACH.

REACH had initially planned to increase inventory and market large numbers of courses by using materials already produced. After a careful search, REACH staff determined that, unfortunately, no canned educational coursework was available suitable for the REACH format (which emphasizes the workshop participation). Thus, progress toward increased availability was more limited than REACH staff had anticipated. Materials which would have been useful were unavailable because of complicated copyrights or use restrictions.

REACH has worked with several marketing strategies. No single one has proved to be the effective tool. Even with various production difficulties, marketing has been the number one problem and frustration of the REACH staff. Advisory Boards in the target communities have been established; the Boards have used radio, cable, newspaper, direct mail, and telephone strategies. A neighborhood marketing strategy was developed and tested. Energetic, careful marketing work had resulted in 372 participants in 23 couses in four communities, prior to the late 1977 television broadcast of "Coping with Stress" in Cincinnati and Rochester.

REACH has determined that, despite delays, its production costs are much lower than commercial costs or those of University of Mid-America/State University of Nebraska, or any other federal or state project. Fruitful benefits can be secured, though, if cooperative relationships can be forged with local PBS affiliates.

By developing original courseware to be used in a flexible format of cablecasts and seminar/workshops and by holding down costs of educational services, REACH has involved those people who cannot take advantage of standard campus courses: the working adult, the home-bound, the dropout. Further, REACH has attracted students to leisure-time learning who may get involved in academic work at a later time.

Goal IV: To become financially self-sufficient.

Production, marketing, and re-run costs are, understandably, inflated during the beginning stages of a new project. No cost analyses of courses are available. However, even if production had been the only function of the REACH project, the course costs would be lower than those of similar productions.

Only a few paid a fee to take the couses offered in the target communities. Some complementary registrations helped public relations and some helped in course evaluation.

Social agencies and businesses were contacted to investigate contract services. Some use of REACH material is assured by Family Serivce Associations, but a contract here would yield little money because social service organizations wish to expand their own services, and have little money for new projects. However, REACH Productions, Inc. is working with the Family Serivce Association of America in joint exploration of a television program cooperative which would support a Family Life Education Center. If this avenue is developed, WCET television would produce each television program and REACH Productions would manage the Center in cooperation with Family Services.

Course response and market increase were not substantial enough to warrant studies of impact of REACH programming on calbe market penetration in a target area.

Helping REACH to approach self-sufficiency, a number of interns assisted with necessary tasks while being trained to provide community responsive coursework.

A tuition split with DMVC schools was established. Thus some income was realized early in the project, but not enough to satisfy future production expenses.

Rentals and purchase of tapes have been assigned prices which may then be compared to costs.

REACH will not become self-sufficient. Mo attempt was made to learn the costs of educational services it was to provide. Obviously, to date, REACH courses do not approach cost self-sufficiency.

Strengths and Unique Accomplishments

Some good things come from projects, planned or not. REACH staff observed some happenings not planned for directly in the proposed project.

The difference between REACH work and other courses designed as complete packages has been that REACH is non-threatening to the faculty member. It plans for--in fact, relied on--the workshop or group part of the format--a part to be done by the faculty member.

An unexpected, but welcomed, exposure to visual presentation skills of university people was an additional by-product. Anyone involved in the production planning had as a result an increased awareness or skill in visual impact of material.

Another of the unique accomplishments has been the development of the community and the university models developed mostly for marketing decisions and course scheduling decisions. The one model offers the courses under the auspices of REACH with community support; the other works through local colleges to offer courses in a different format with a flexible schedule.

The development of a community-based production and marketing techniques has provided solid working relationships among REACH staff and personnel from participating schools. For example, two of the Consortium schools, Central State University and Wilberforce University are now cooperating on telecommunications courses due to initiatives begun by REACH.

Faculty involvement in course production has allowed the professionals an opportunity to investigate and develop new teaching techniques and materials which will directly benefit their students.

Impact of REACH

REACH has had a modest but certain effect on the participating students, the target communities, DMVC institutions, and postsecondary education in general.

Participants in each of the course workshops were asked to assess their experience with REACH. While there were always some helpful and constructive suggestions made, every evaluation was positive. Students liked the program, the flexibility, and the idea of REACH.

The target communities armed now with survey results showing the need and wishes for postsecondary work can work toward developing or encouraging their own programs. In each community an organization concerned with postsecondary education and aware of some of the possibilities of cable television now exists.

Some DMVC member institutions have achieved greater professionalism in production efforts. Production sites have been developed at four schools or colleges. A number of interns have been trained in some aspect of production. A cooperative telecommunications course with two DMVC schools was developed. Ten courses have been offered for credit to 61 students. A cooperative working relationship has been developed between the cable companies in the target communities and the local colleges. The colleges in ten target areas now have survey results to help in decisions about postsecondary education and adult or continuing education.

One college vice-president pointed out that REACH provided supplementary instructional materials for courses that are of a quality above the production capability of his school. Another DMVC professor offered that while there has been a long trial and error period for REACH, programs have now been developed which will be of great benefit to his college.

The dean of one of the DMVC colleges stated that REACH had contributed to the expansion of his school's media operations through on-campus consultation with library personnel and faculty members. REACH on several occasions worked to arrange workshops to enhance the media understandings/skills of his instructional staff, to offer teachers the opportunity to create videotape courses, and to organize a five week continuing education course. He went on to say, "The REACH Project served our institution well during the past three years from standpoints of availability,flexibility and exposure."

Benefits of the REACH project to postsecondary education are more obvious than the impact of the project, which can only be assessed in the future with others building on the REACH experience. In the opinion of one college dean, any project which can provide "another vehicle of accessibility to education can have only a positive effect on higher education in general."

The director of instructional services of another DMVC college said that as a pilot project designed to "feel out" some of the problems that educational institutions might encounter in similar ventures, REACH has been successful and worthy of the investment which has been made. He added that television techniques and programs at his college have been improved as a result of REACH activity.

Conclusions

The REACH project must be considered a qualified success. Progress toward the stated goals was sure, and, after some initial difficulties inherent in all new ventures, steady. No goal was reached to the satisfaction of the staff. Inventory seems to them too scant; the number of stdents reached has been too low for any real study or conclusions, although efforts in the direction of PBS affiliate dissemination appear to be very promising as REACH Productions, Inc. continues the major thrust of the project.

One initial assumption of the project was that people would be willing to pay for coursework which responded to their interests and needs. This assumption seems now without basis. While surveys can determine need or wishes, it takes a different approach to determine or develop a demand that people will pay for. It was very difficult and time-consuming for REACH to market the courses once they were produced. Perhaps more staff time should have gone to marketing tasks. Another response to this difficulty might be to concentrate on producing special materials to be used for existing clientele groups (e.g., social service agency groups, management training groups). "Coping with Stress" tended to substantiate this hypothesis.

The project did demonstrate that television coursework cannot be complete in itself. It is better used as a tool to reinforce or to motivate small group work. In every instance, REACH students favored keeping the workshop-seminar part of the REACH format. Television cannot serve as a replacement for talented teachers, but is an effective tool for professionals to reach individuals in a group setting.

REACH demonstrated, as well, that a workable production system can be put together with equipment that is not too sophisticated and is relatively inexpensive. With carefully selected equipment and with a good engineer, 1/2-inch tape can be used on location just as film can. If necessary, these materials can be dubbed onto quad tape and broadcast over commerical television stations.

In addition, REACH staff learned much that can benefit similar undertakings in the future. A careful record of the activities of REACH staff, their accomplishments, and their problems is available. The expertise of REACH personnel can be tapped to assist new projects. The survey results are still current and can be used by local organization to justify similar outreach programs.

REACH staff has agreed that an earlier decision to work with existing special interest groups to help them improve what they were trying to do would have provided a needed limit to REACH development and marketing acitvities. Serving the special needs of an existing group and growing into a community from that base might have encouraged more participants.

The general strengths of the project, it seems, are those that come from involving the community in planning and other decision-making. The project has brought local colleges together with each other and with community leaders to consider common concerns for postsecondary education.

REACH was able after some difficulty to develop a way to work with faculty without losing control of production decisions. Occasionally, DMVC faculty came to REACH for suggestions on use of media in classes. REACH developed a recognized production capacity. What started as a taping of an instructor "doing" his course developed into working with scripts, planned time segments, and a variety of motivational and high interest devices (e.g. animation, puppets). This work with faculty and the developed production skills have set the stage for integrating REACH work into the local colleges and their telecommunications departments.

The long-range benefit and lasting strength of the project would certainly be the availability of trained and experienced staff which will continue to try to influence education and television to respond to the needs of the students, to consider the use of television as a partial delivery system for coursework, and to encourage local production work.

The major difficulties of the project might be helpful to note. It was difficult for the staff to determine a single clear purpose for REACH. There was so much that had to be done, and REACH tried to do too much. An earlier sharpened focus and realistic time frame would have been better for the staff and for the project results.

One of the most time-consuming portions of course development was the time needed from the decision to produce a course to the completion of a good workable script. Working with faculty who have many other demands on their time and who must be trained to consider the visual possibilities of the script proved, in almost every case, to take longer than REACH staff anticipated.

Marketing was a major concern from the beginning. There never seemed to be the staff time or budget that the marketing portion of REACH might have benefitted from. REACH staff feels the project was frustrated by the difficulty of "selling the product". Perhaps more study is needed in this area, or perhaps courses through established groups can be the only answer.

One additional difficulty (and one that influenced the marketing) was the problem of an outside group establishing credibility in the target communities, and, in particular, with the academic institutions.

Implications and Need For Further Study

Much still needs to be done to study the use of television as an educational delivery system, to investigate the benefits of local productions, to develop telecommunications skills in colleges. Many courses need to be produced; REACH discovered a clear indication that people would be interested in family psychology material and classes. Also, REACH discovered a clear need for training of educators in the use of media so that media may enhance a teacher's value and capability.

REACH: A Postscript

Project REACH became REACH Productions, Inc., in early 1976 in order to continue the work begun with a grant from The Fund for Improvement of Postsecondary Education. As an organization independent of the initial grantee (Dayton-Miami Valley Consortium) REACH sought out affiliation with a major PBS affiliate with exceptional production capability and a keen interest in community outreach activities. In September, 1976, the Presidents of REACH Productions and WCET/Channel 48 entered into a joint agreement for continuing the project effort.

Future production plans will revolve around family life education in cooperation with the Family Service Association of America, headquartered in New York City. Further progress in this direction must await adequate funding. Proposals have been written and submitted.

Joint development of a series on economics currently is in the planning stage with Time-Life Television.

Use of "Coping with Stress" and "Communicating with Your Teenager" continue to be used by churches and schools as a part of their human development/family development programs. The President of REACH Productions is currently working with the Ministerial Association to arrange another PBS affiliate broadcast in Cincinnati.

APPENDIX

I. Course Selection and Development
.....Joseph E. Orndorff

II. Hardbook for Prospective REACH Course Managers
.....Austine Wood
.....Joseph E. Orndorff

III. REACH Production Process
.....Terry Skinner

IV. Graphic Art Implementation for REACH Television Course
.....Rob Thaman

V. Marketing Strategy
.....Roxie Cole

VI. Surveys Done by Public Opinion Center for REACH
.....Jo Shank

VII. Course Inventory
.....Terry Skinner
.....Jo Ann Columbro

VIII. Record of Course Offerings and Students
.....Jo Ann Columbro

IX. Staffing and Production Sites
.....Jo Ann Columbro

X. Community/REACH/University Relationships
.....Joseph E. Orndorff

XI. Cable Television
.....Joseph E. Orndorff

XII. Marketing Assessment
.....Joseph E. Orndorff

XIII. Outreach Model
.....Joseph E. Orndorff

REACH COURSE SELECTION AND DEVELOPMENT

JOSEPH E. ORNDORFF

Historical Context

For the past three years, REACH has experimented with two levels of course production as suggested by our community surveys. Initial courses concentrated on "how to do" recreational activities such as indoor gardening, flower arranging, etc. This introductory format provided REACH with a non-threatening learning environment for home-bound participants who for one reason or another have not found their way to a college campus. As these introductory courses were completed, REACH began concentrating on its second level of production. These courses concentrate on family psychology and important family issues, e.g. teenagers, emotions, children's schooling, retirement, etc.

Family Psychology

Our Richmond survey pinpointed the magnitude of family-related learning interests. REACH established an advisory board composed of the directors of various mental health and family service agencies. This group provided specific recommendations for REACH family psychology course production, as well as identifying other non-cable uses for these programs. Many of these family psychology courses could be offered for college credit if the learner opts to complete the additional work.

As other topic/subject areas are identified and judged suitable for REACH productions, similar advisory boards will be convened. However, during the third fiscal year, REACH concentrated on issues related to individual and family psychology. This judgement is supported by the Richmond survey and mental and family health professionals practicing in these fields.

Clearly we outgrew the need to produce the so-called "entertainment" or "how to do" courses associated with crafts and hobbies. Although genuine learning occurs from these activities, REACH focused on courses which enlarge participants' potential for greater self-understanding, or community service.

Leisure Time Learning

The marketing of REACH courses will continue to emphasize "leisure time learning" since it is important to separate REACH from traditional ETV/PBS "education" programs. Leisure time in this context is intended to designate a worthwhile learning effort which occurs during the time the participant considers to be his/her own, that is, non-committed time.

HANDBOOK FOR PROSPECTIVE REACH COURSE MANAGERS
AUSTINE WOOD/JOSEPH ORNDORFF

First, A Little About Us:

REACH is an educational cable television project sponsored by the Office of Community Services of the Dayton-Miami Valley Consortium. Through a grant received from the Fund for the Improvement of Postsecondary Education, HEW, REACH came into existence two years ago. Our purpose is to prepare and make available unique and improved learning opportunities while simultaneously encouraging active community participation in the design, production, and consumption of all REACH programs.

As the number of non-traditional and homebound learners grows, a need to focus on their interests becomes increasingly important. For the most part they have not exercised their option for completing or continuing their postsecondary education. Yet they have a growing amount of leisure time which can be put to productive use by REACH programs.

REACH presents Leisure Time Learning which involves the entire family in the learning process and provides new opportunities for intrafamily communication. In some cases, REACH programming has been responsible for stimulating interest in an individual initiating a campus bound educational endeavor.

Television to Tease: Active vs. Passive Models

REACH courses combine the unique potentials of cable television and interactive community workshops. Each videotapes segment provides useful information, but is in itself incomplete, since only through the workshop is the program completed. Therefore, a manager need not "serve up" the entire course on videotape--indeed, the "best" should be planned for the workshop. Taped portions should be planned to entice the "passive" viewer to decide to "actively" participate in conferences, which are of interest. By combining the communication outreach of cable television and the interactive dynamics of group reinforcement, REACH expects to attract and hold its learners.

Mechanics and Format

REACH courses consist of five 1/2-hour videotaped sessions which are augmented by two community conferences of about two hours each. This "mini" approach is utilized in order to lessen the number of dropouts. Each half hour videotape session is activity oriented, that is, it must focus on showing the viewer the utility of his or her participation.

The videotaped portion of each REACH program presents a unique and creative challenge for talented Course Managers. Television offers new approaches for the treatment of materials which are difficult to communicate verbally. For example, unique ideas or concepts can be animated or graphically illustrated. Television saves both time and reduces unnecessary repetition of factual data.

What's In It For You?

Your contact with television probably has not included many "in front of camera" experiences. This should not be considered as a disadvantage since some of the best instruction has been prepared by relative "beginners." REACH will spend the necessary time assisting individuals in organizing and presenting their material in a visually enhancing manner. This is an experimental effort, so visual experimentation is carefully nurtured for each program. New and "crazy" ideas are encouraged, if there is some probability for improving educational delivery or visual processes. Modest honoraria are paid to Course Managers for their efforts and out-of-pocket expenses upon the completion of the videotaping.

Cooperative efforts between community service delivery agencies and REACH are encouraged where mutual benefits can be ascertained. Full credit is given to agencies which contribute personnel or planning time to REACH programs. Both the agency and its participating personnel are identified in the opening and closing production credits. Thus, REACH provides additional community visibility for service agencies. These types of trade-offs are encouraged.

The Challenge of Televised Instruction

There is a difference. Television, during the production phase is lifeless and threatening. There is no immediate feedback or participant reaction to guide your pace or style. How to hold at-home learners is no simple task, particularly when up against As The World Turns, Nightly News, and Let's Make A Deal.

Obviously REACH does not compete with commercial television. REACH does not have the extensive technical or financial resources of a national network. We rely on the creative talents of our staff and Course Managers to package programs which respond to the interests of pre-defined groups. For example:

1. The subject matter of REACH courses must be relevant and meet the needs of a large number of people. REACH has conducted public opinion surveys to determine what subjects are of interest to community residents. REACH promotes family participation, and therefore must appeal to a range of ages and interests.

2. The viewer must be stimulated into active participation. Viewers will anticipate meeting with others and putting into use (in action or discussion) the material they are learning. This will motivate them to watch attentively.

3. Imaginative use of limited resources is a key to producing stimulating programs. We take basic principles of communication and add creative imagination to come up with ideas for presenting information in new ways yet within the limits of the very basic videotape recording equipment with which we work.

Community Learning Centers: REACH Workshops

REACH courses include two workshops--each of which lasts about two hours. These get-togethers are always informal and relaxed: a time to reinforce what has been seen on the videotape and translate theory to practice. Workshops are the most crucial program component. Since REACH works in small communities it is crucial that learners be encouraged and stimulated and not discouraged or "put down." These workshops are intended to assist learners as they reach for their own potential. Participants in REACH workshops have gained some knowledge of the subject from the videotaped portion and have been told how to prepare for the get-together. The primary function of a workshop is to enable REACH students to reinforce their learning through activity and personal interaction.

Learning is a Personal and Social Process

A good atmosphere at the workshops is essential to the learning process. A student who feels comfortable and at ease will participate with greater ease.

1. The way the conference leader presents himself to the group makes clear how much dialogue is acceptable. If he is open and shares himself on a personal level this will invite the REACH client to do the same.

2. Physical surroundings teach. The arrangement of the workshop environment (i.e. seating) should promote participation.

3. Serving coffee and snacks will help promote informal interaction among participants.

4. To enable and encourage students to interact socially with each other enhances the value of the conference. This can be achieved by small group projects, simulation games, etc.

How to Present a Proposal for a REACH Course

We appreciate your interest in presenting a course proposal! As mentioned earlier, REACH is an experimental educational process, therefore unique presentation strategies, topics, and materials are encouraged. REACH is interested in receiving proposals from both faculty and community residents. In order for the REACH Board of Program Advisors to decide on a particular course the following proposal format is suggested.

Format for Course Proposal:

Course Title
Course Manager
Program Associates
Objectives of Course (what will participants get out of the course)

1. List concrete objectives, i.e., specific information that participants will learn.
2. As well as non-verbal objectives, i.e., the approach that will be taken.

Videotaped Programs:

List topics to be covered in each of the five 1/2-hours.

Program No. I-----Title

Treatment Suggestion	Content Outline
In this column suggest resources for visual approaches (i.e.)	In this column
a. interview with expert	1. List major topics to be covered with subtopics
b. panel discussion	
c. puppets	
d. short skit	
e. animation	
etc.	

Program No. II-----Title

Treatment Suggestion	Content Outline
etc.	

Planning Your REACH Program

It is important to motivate the viewer to participate--to come to the workshops. What are some creative ways this can be done?

1. The tapes should raise questions rather than answer them.
2. There should be many references in the tapes about what types of activities will occur at the get-togethers.
3. Reference should be made to any printed material supplied to participants.

Guidelines for Workshops

One of the experimental components of REACH is to create a series of programs which can be used in virtually any community by drawing upon the talents of local individuals. Workshop managers in other communities will be selected who, like yourself, are interested and are competent in this subject area. If you wish to teach in nearby communities you will be given first consideration. REACH cannot reimburse your travel expenses to communities over fifty miles round trip.

Workshop guidelines, where appropriate, should include some of the specific activities to be undertaken and a brief description of what techniques or devices will be used to engage the group in active participation, i.e. games, small group discussions, projects, assignments, etc.

Special attention should be given to any particular supplies which are necessary for the course. If special orders are required, adequate advance time will be necessary. If any of these materials must be purchased by program participants, cost and a short justification for use should be included.

Printed Materials

Each REACH course will be supplemented by printed materials to reinforce the visual learning process. Obviously, the nature of the material depends on the subject matter. Most students will find additional reading materials, whether reference or leisure, to be of great supplementary value. Bibliographical entries may be appropriate. A REACH staff artist will help you develop an attractive cover and/or illustrations if requested.

We Want to Help You

Once your proposal has been accepted work begins immediately. Mutually agreed upon deadlines will be established. A producer will be assigned to assist you in preparing your material once contracts are agreed to and signed. A working script will be prepared and shared with other REACH staff members for their comment and review. Our resources become your resources during the planning and production of a REACH course.

Do You Really Want to.....?

This can be a stimulating or a gruelling experience. So ask questions about anything you think might create a problem. Time commitments for production are demanding, so don't assume it will be a short and smooth voyage. Creating exciting and unique educational experiences is rewarding only if you know (or think you know) what you want to do and how to do it with the personnel and technical resources available to REACH.

REACH PRODUCTION PROCESS
TERRY SKINNER

It has been said that half-inch video is a medium for everyone. I believe that to be an obvious overstatement, but half-inch video certainly does have its place. In a small, independent video facility, much can be done with the helical scan video format. Use of inexpensive (by comparison) cameras and recorders can, if handled by competent personnel, result in a product as polished and professional as any.

As with many other endeavors it is the initial amassing and coordination of operations, of personnel, of a system or structure, if you will, which requires time and talent. And when one is dealing with a new horizon where few inroads have been made, where little information is available to be shared, where answers to questions must be found through trial and error, this process of structuring becomes somewhat tedious and most definitely time-consuming.

REACH has, in the past two years since production was started, solidified and become a viable entity capable of video production. A system has been found that no longer requires decisions to be made outside of the realm of one's duties. Initial production plans and outlines are begun with the Executive Producer (Austine Wood), a staff writer, and the Course Manager. After course selection and development have begun, the Production Department comes gradually into the process to begin working out the technical problems or production. Some of these problems might be: auditioning and selection of on-camera talent, both as anchormen and as actors for dramatic segments; securing of locations (real-life and studio) for videotaping; coordination of personnel needed for videotaping sessions; supervision of maintenance work to be done to equipment; and assistance to the Producer and writer in determining the best possible manner in which to present the educational material, given the limitations of a video format in general and the specific limitations of a monochrome helical-scan format.

Once the scripting process is completed and is given approval by the Project Director with input from the complete staff, the Production Department, handles all videotaping and editing. In some instances videotaping is done at a DMVC institution, such as Central State University or Kettering Medical College. At other times, again depending upon the dictates of the script, taping may be handled on location utilizing the REACH mobile van and portable equipment such as a portapak.

When videotaping is completed the editing sessions are scheduled. These are generally handled by the full-time REACH crew and take place in the Office of Community Services, which houses the video equipment. Of course, before editing begins all art materials have been prepared by the Art Department. These have been designed and executed by the Art Director and his staff, in consultation with the Executive Producer and Production Manager, while videotaping is proceeding.

On some courses, an edited work print of the programs are made in order to better evaluate the educational impact of the material, as well as to assess it from a media viewpoint. This has been the sitation with Positive Parenting and Communicating With Your Teenager. In both cases the evaluation helped us to make constructive changes in the material. Postproduction changes have also taken place on Understanding Yourself in order to bring it more in line with the reality of everyday situations.

GRAPHIC ART IMPLEMENTATION FOR REACH TELEVISION COURSES

In most cases, prior to final scripting, the Art Department is given rough drafts for review of up-coming graphic material. Once graphic props, sets, animations, inserts and credits have been defined by Scripting, Production and Art Director, time and cost scheduling procured. Assignments are then given to art staff personnel for completion.

Of existing graphic products, none require special note since most are of standard operations to the television-graphic industry. With this is exception to animation, which we feel has been highly innovative in the areas of cost, filming preparation, cell production technique, filming table design and methods used by REACH.

By understanding abasic principles used in animated film, REACH has been able to produce quality animations of greatly reduced cost in comparison to other animated products.

STORYBOARDS: Because of existing working relationships between Scripting and Production departments, concept storyboards of extensive design and detail are not required in order to convey its message. Instead, rough storyboards are presented, allowing more time for frame and movement research. This also allows greater flexibility in design style and technique once the initial educational point is obtained.

CELL COUNT and MOVEMENT RESEARCH:

Cell Count; Since an animation relies heavily on these two factors, and our lack of sophisticated animatinn equipment and past experience, we feel the need to spend more time than normal in this area. In animation, cell count replaces clock time. This allows the designer to control his segment lengths in increments of seconds. This precision can be controlled since 24 frames of film equals one second of projection time. This relationship has been agreed upon through past animation by REACH and information supplied to us by Disney Studios of California. However, this relationship of 24 frames equalling one second viewing time will change due to other effects desired such as abnormal speed or roughness in movement should the effect be desired.

Movement Research; Movement control in animation is controlled. It is relatively easy to move an object from left to right of screen, or from the bottom, up. Sophistication of animation in the area of movement is achieved by depth. Whereas an object moving from left to right can be attained with one cell, depth requires many. In order to project this object from a small dot to a large shape requires every other frame to use a slightly larger size object than its previous. This also will account for additional registration than normally is called for. Depth perception is both time consuming in cell preparation, amount of cells required and personnel time. For this reason, depth is limited in design by more and more animations. An exception to this is Disney Studios which has perfected animation to its highest form. REACH animation has incorporated depth and have found short cuts by reducing the amount of cells normally required.

REACH animations are becoming more sophisticated in storyboard design and flexibility of form due to increased attention to movement research and cell count. Most animation is simply mathematical relationships between film and object. Understanding simple principles involved usually will allow satisfactory viewer results from an animation.

ANIMATED OBJECT TECHNIQUES: Since animation can be achieved by various means, special consideration in early storyboard stages must be used. Acetate cells, graphic or photographic designs or three dimensional objects can be used. Or combinations. REACH animations are produced by one of the above methods which has been decided by early storyboarding. Our concept of animation revolves around the proposition that viewership is not concerned with technique, but rather motion quality on television. This is contrary to some industry views which consider acetate cells as only true animation. Reasons for use of each method vary.

ACETATE CELL: This is costly, time consuming method. It has advantages over all others since only in acetate can an object change form on screen. It is also the only means of achieving depth. It requires that every movement be placed on separate cells. In one second viewing time, 12 acetates must be prepared and registered. These acetates must separately be inked and colored with each being placed on predetermined areas of the cell. It is a highly sophisticated technique requiring complete cell exactness, but allowing the most flexibility or object transformation.

GRAPHIC or PHOTOGRAPHIC CUT OUT: This is a very simple method and most REACH animations are produced by this means. It allows our freedom of left to right, up or down motion and is a very inexpensive method. Whereas an acetate cell object for movement from the left of the screen to right may require 30 separate cells, a cutout technique would only require one cell. It is obvious of the advantages limiting use of movement transformation or flexibility. It also requires little registration of cell which is so important in acetate.

ANIMATION TABLE: Most animation tables for filming are very expensive and complicated. Early research into filming techniques was done to produce our present table. It should also be noted that several other tables have been used for REACH animations, each adapting new concepts as animation capabilities increased. The present table was constructed from wood for approximately $15.00. Its design is partially derived from photographs of an early Disney table. It is designed for storing break-down. It has capabilities for camera positioning in height to board, left to right lock-up and front to back camera direction. The glass cell plate is hinged to be used or not and is capable of having an unlimited amount of additional cell plates fixed to it for multi-layer background depth imaginary should this be required. In addition, the cell plate surface can be dropped out to produce beneath the surface lighting and layer plates for three-dimensional texture depth effects. A Bolex 16 mm. camera is fixed to the table's camera barwith allignment capabilities and Colortran lighting from Production.

FILMING PROCEDURE: Once all cells are completed and rank ordered to the frame outline, normal animation filming procedures are used. Frame outlines have determined the amount of frames to be shot per cell, distance has been adjusted and it is simply a matter of clicking off the frames, frame by frame. For one minute of viewing time, 1440 frames must singularly be shot.

EDITING: This is new to REACH animations since all previous have been shot from start to finish with no physical edits involved in final master. Advantages to segment animation is directly compared to video. REACH could prepare a straight video course minus any edits however sophistication is greatly limited. Editing will occur in up-coming animations for "Coping With Stress". The advantage is being able to shoot segments without readjusting cell plates and camera during filming with reduced chance of slip up and additional speed. This technique will also allow simulated close-up of objects, previously impossible without great labor.

SOUND TRACKING: The sound track usually is determined by the video portion of an animation. Most professional animations are first audio recorded with video working from that. REACH does not have advanced sound labs or advanced animation technology to make this completely possible, although we are working toward this goal. With even greater sophistication in character animation being planned, this procedure will be required. Presently, a soundtrack is prepared from the cell-frame outline. Separate sounds are first recorded onto audio tape carts. Then, by working with the cell-frame outline, this material is placed onto a reel to reel master copy in order of timing. Later double tracking, fade ins or outs or additional tracks are layered onto a final mix on reel to reel. At this point both video and audio are complete and are combined by the Production department onto video tape to be placed into the master course copy.

FUTURE REACH ANIMATION: With greater emphasis being placed on pre-animation time, motion and cell outlines, lip sinc. of talking characters will be incorporated. Research and advice from Disney Studios will be used to make possible fluid moving characters with greater emphasis being placed on acetate cells. With this technique being achieved, new means of teaching through animation will be incorporated into REACH educational material.

MARKETING REPORT
ROXIE COLE

When the proposal was written, Dayton was to have cable within 18 months, however our three-year grant will end before cable in Dayton becomes a reality. Local areas were checked where cable was available, and Wilmington, Ohio, was selected to be our first market. The OCS staff spent considerable time talking with and surveying people in the area to determine what courses they would be most interested in taking at home.

Although the Wilmington cable operator was very willing for us to cablecast, he had little or no equipment or staff. As a result, we had to furnish equipment and personnel to run our tapes, which proved to be very costly.

Our original plan was to produce programs in the community where they would first be aired using local people. While this was later proven impractical, it worked quite well in the beginning. John Morris, a local minister and a Wilmington College instructor, was hired to develop our first course entitled Getting to Know Yourself. Rev. Morris was well known and had a good following. He recommended we hire Mrs. Barbara Hassler to assist him in the marketing efforts in Wilmington. Although we sent mailings to cable subscribers, did live cablecasts, ran newspaper ads and feature articles, placed posters with tear-off, pre-paid postcards, and participated on radio talk shows, it was the personal contact by the John Morris/Barbara Hassler team that was primarily responsible for registration.

The next course offered in Wilmington was Tennis Time. The decision to do Tennis Time was based on: (1) high interest rate within the community according to a survey, and (2) we wanted to have at least two programs "in the can" by the end of the first year and Tennis Time could be done quickly. Again, it was the John Morris/Barbara Hassler team that made it so successful.

We were away from Wilmington for several months while we were trying to do new productions and marketing. During this time Rev. Morris had to withdraw from the REACH efforts because of the press of his ministerial responsibilities. Mrs. Hassler became ill and she, too, left REACH. As a result, the next three courses offered drew very few participants. If the cable operator in Wilmington would have had equipment and personnel, more time would have been spent trying to find other well-known, influential people to head the Wilmington efforts. However, since it did require so much time, effort, and money, we withdrew from Wilmington.

The two primary lessons learned in Wilmington were: (1) it was necessary to have a cable system with equipment and personnel, and (2) personal contact by an influential person or group is necessary to be successful in a small community.

While our program was running in Wilmington, contact had been made with Xenia, Ohio, residents. Our office had been involved in Xenia on another project so we had many friends and allies in that area. Because of the splendid cooperation and great interest of the local newspaper, we decided to run a half-page ad for three days. The first two days would be black and white, the third day would be a color ad--the first color ad that had been run in that newspaper for a couple of years. At the same time there were articles in the newspaper about the program and we participated on radio talk shows. The ad was not a success. A cable mailing was made which included a questionnaire postcard. This postcard gave respondents a $10 discount on any REACH course. Out of the 4,500 cable subscriber mailing, 75 people responded.

Xenia had. of course, suffered a tornado on April 3, 1974, just three months prior to our offering REACH courses. Again, the cable operator, who had no prior experience, was willing for us to run programs; but because of the tornado, had only the "headend" left. They had set up a makeshift office at the headend and were in the process of rebuilding. Since there were major changes going to be made in their system. the rebuilding process was slow. As a result, we purchased a microwave system so we could originate from Central State University. This was to be not only for REACH programs, but would also assist the community by keeping them fully informed on rebuilding programs. Central State was to maintain the microwave unit. This proved to be a major headache. The cable operator became very defensive, community residents could not see the programs (or if they could see them, they couldn't hear them). We stopped offering courses in Xenia until such time as the system can be rebuilt. We had to relearn the first lesson--a cable system with equipment and personnel is essential.

Having been hit over the head with that bit of information, we were delighted with our contact with Richmond, Indiana. The cable operator was interested in offering REACH, AND had equipment and personnel. The cable operator put us in contact with a staff member from Earlham College, Richmond, and the two of them set up a meeting with a representative group from the city to form an advisory group. John Morris designed his pyramid plan--ten people on the board, each of whom would bring in ten people, who in turn would bring in ten people, giving us hundreds of participants. And a community coordinator was hired to assist. This plan was basically the plan John used in his church. However, the advisory board did not have the dedication nor allegiance to REACH that members of a church have, and they were overwhelmed with the prospect. They said it wouldn't work, and they set out to prove it.

Each board member did provide a list of ten names, and more than one hundred people were invited by letter to a REACH introductory meeting, with babysitting provided. Three people showed. During the next week, these people were personally invited to a "screening" of REACH courses. They graciously accepted, thanked us for inviting them--and three other people showed. As a result, Roxie Cole literally moved into the area and set about calling personally on business and professional people, telling them about REACH and trying to stimulate interest and cooperation.

Articles and ads were run in the daily and weekly newspapers; we participated in live radio and TV shows, spoke to local groups, and offered the courses free. Participation was minimal. We ran into resistance from the state university--they felt REACH was a threat to their continuing education offerings. A great number of hours were spent trying to line up influential people to openly support our program, but the outcome was that each person referred Roxie Cole to someone else who referred her to someone else. At each step, through, the person contacted thought the concept was great, but since Richmond, a community of 42,000 people, was well saturated with colleges and continuing education programs, they weren't sure we could attract those who would not take locally offered courses. An open reception was held at the Richmond City Building, and over 500 businesses, organizations, schools, and ministers were invited. About 20 people showed up to view our program. They were very impressed, and felt the program should be successful. However, registration did not prove it out.

During the same time we were working in Richmond, contact had been made in Henderson, Kentucky with the local college, and we were in the process of setting up an "institutional model" incorporating, hopefully, all we had learned in Wilmington, Xenia, and Richmond.

Henderson Community College, Henderson, Kentucky, agreed to co-sponsor the REACH program over the college cable station. The Director of Continuing Education was to serve as Community Coordinator. An Advisory Board was formed and it was understood from the beginning that it was to be a working board. Meetings were held every two weeks from the time the Board was formed until the first program went on the air. A mailing was sent to cable subscribers telling them about the REACH program. Flyers were passed out at local grocery stores, banks, Red Cross, Comprehensive Care Center, the YMCA, and the library. Flyers were also taken to organizations and businesses who had agreed to get them passed out. This was followed up by a flyer that listed the schedule for three months. The Advisory Board manned a booth at the Christmas Village which was held on a Saturday and Sunday. They also participated in an open house that was held on a Saturday.

One of the Board members is a reporter for the local paper, and we had many excellent articles. We also ran an ad in the local TV guide and were on a talk show. Registration was still very limited, but still more successful than Xenia and Richmond. In those areas we offered the programs at no charge. In Henderson they were required to pay a $2 registration fee for each of the first three programs, $15 for the first program in the American Family Series. Thirteen registered to take Astrology, five took Flower Arranging, five took Indoor Gardening, and seven paid $15 to take Understanding Yourself. We also had three pay to take Parenting and three for Teenagers.

The frustrating thing about offering these courses is that everyone who does participate thinks it is great, feels they really benefitted, and can't understand why more people don't register.

Comments by these participants were "it's a great concept," "I really benefitted from taking this," and "this is the type of programs a community college should be offering." I have always felt, and still do feel, that Henderson will grab-hold, but it takes time and more time for this to be accomplished.

SURVEYS DONE BY PUBLIC OPINION CENTER FOR REACH
JOANNE G. SHANK

Four surveys investigating interest in coursework via cable TV were completed by POC for the REACH project.

1. Xenia--October 18, 19, 22, 1973 (POC survey number 323)

One hundred women with children under 11 were interviewed in a field survey. The selection was a purposive sample with a quota of one hundred interviews in specified areas of Xenia which by census figures were "low income" areas. The sample, therefore, was not representative of Xenia as a whole or women in Xenia or women with young children. The selection sought a specific group. The tally total for each question and the computer print-out for the survey were delivered to REACH staff. No analysis of data was done by POC; REACH staff indicated that they wished to have only the print-outs.

The project director and his assistant determined the group to be sampled. The decision to concentrate on low income women with children at home came after discussions with people referred by community leaders from churches, industry, and government about what people found access to postsecondary education difficult. Hoping to find a large enough group with similar concerns for the first course work, REACH staff decided to investigate the needs and interests of a specific available group.

The field survey--after a screening question--asked those interviewed about their degree of concern for children, family, man, personal interests, household, community. They were asked if they were interested in knowing more about a number of subjects, about their TV viewing habits, and about their interest in taking course work. The subject matter of the survey and the general approach were determined by REACH staff after some sample interviews in Xenia.

The results of the survey were only somewhat helpful. The majority of those interviewed were not interested in credit for coursework. While all of the subjects mentioned had some people interested, none stood out as major concerns for the majority.

The survey did, however, serve as a beginning for the task forces in the community to gather other data to give some direction for future work. In addition, the survey served as a promotion for REACH and yielded a list of women who might be interested in some kind of course.

2. Wilmington--January 16-29, 1974 (POC survey number 401)

One hundred forty-nine (149) women 18 years old or older who were home during the daylight hours were interviewed. The questionnaire was administered in two parts: a face-to-face initial interview and then a telephone or field follow-up interview.

Respondents were selected by means of a modified area probability sample down to "the block" level. Sampling locations were selected with probability of selection proportional to the number of dwelling units. In each sampling location (forty for this survey), five interviews were conducted. Interviewers were given maps of the areas to which they were assigned with a starting point indicated, and required to proceed in a specified direction around each block. Instructions to interviewers stated that at each occupied dwelling unit, they were to select respondents according to one systematic method.

Interviewers for this survey were Wilmington housewives who were trained by the Center's staff.

The interview, itself, was conducted in two parts. Upon completion of the first part of the interview, interviewers made appointments in the following week to conduct the second part of the interview.

In the first part of the interview, respondents were questioned broadly about their current life styles (including television viewership), satisfaction with life, and interest in furthering their own education. All respondents were then given a summary of the objectives of the REACH project, and asked to read it before the interviewer returned to complete the second part of the interview.

The second part of the interview explored in detail the respondent's opinions regarding the implementation of REACH. The objective of this part of the interview was to determine the respondent's preferences concerning the format, as well as the subject matter for courses presented over television.

The survey attempted to answer three basic questions: Who in Wilmington is interested in taking courses over television, why are they interested, and what are they interested in taking?

More than three out of four respondents indicated they had not taken any educational or special interest courses in the past twelve months. About 6 percent said they had taken college courses; 3 percent, technical or vocational courses; 8 percent, classes about a hobby or special interest; and 5 percent, other kinds of courses.

Reasons for not taking courses were primarily attributed to lack of time and interest.

In addition, the survey served as promotion and public relations technique. A list of women interested in courses was secured and the interviewers were available for community organization work.

3. Xenia--June, July, 1974 (POC survey number 412)

Questions about interest in taking courses over television were a part of a general population survey which investigated as well awareness and viewership of Xenia Video Magazine, attitudes toward re-development in Xenia, and public knowledge of health care for children.

The survey was conducted in two phases. The first phase involved a general population survey of Xenia. In this phase, residents who had a working television set (97 percent of all those polled), were asked whether they would be interested in taking a course over television. Those who expressed interest were told they would be re-interviewed at a later date. They were also given a booklet which presented many of the questions that would be asked in the follow-up interview.

Phase Two was the follow-up interview with those respondents who expressed interest in taking a course over television. They were interviewed, in depth, concerning their preferences for course subject matter and format.

For the general population survey, a total of 393 adults in Xenia were interviewed weekday evenings in their households from June 24 to June 28, 1974.

The sample for this survey was a modified area probability sample down to the block level. Sampling locations (82 for this survey) were selected with probability of selection proportional to the number of dwelling units. The interviewers had no choice about the area or the blocks in which they conducted their interviews. Interviewers were given maps of the areas to which they were assigned, with a starting point indicated, and required to proceed in a specified direction around each block.

Instructions to interviewers stated that at each occupied dwelling unit, they were to select respondents according to one systematic method, and by a male-female assignment. Interviewers followed this procedure until the assigned number of interviews was completed.

In the general population survey, 182 residents expressed some interest in taking a course over television. Of these residents, 151 were re-interviewed by telephone or in person. The follow-up survey was conducted from July 10 through July 19, 1974.

The results of the general community were somewhat encouraging for REACH: 41 percent of those interviewed said that they would be likely to take a course if it was offered at a convenient time. A majority of these wanted the course for their own information. Only 8 percent wanted to earn credit. Investigation of interested yielded the following results.

The follow-up survey (interviews with those who were interested in courses over TV) indicated that most wanted courses for personal interest or to upgrade a skill. Areas of interest for coursework are indicated in Table II.

In addition to specific information the survey yielded a list of interested community members and a profile of the kind of person interested in coursework in that area.

Some interpretation of results might be difficult because the survey was of the general population and 44 percent of the sample did not have cable TV. In the follow-up survey 34 percent did not have cable TV.

4. Richmond, Indiana--January 21-February, 1975 (POC survey number 501)

Two surveys of Richmond, Indiana, residents were conducted: one with a sample of residents who were not currently subscribers of cable TV, and one with a sample of cable TV subscribers.

A total of 197 adults living in the Richmond area and who did not subscribe to cable TV were interviewed by telephone between January 21, 1975, and January 31, 1975. A random-digit dialing technique is used for telephone interviewing. Telephone exchanges in the area to be surveyed are coupled with lists of four-digit random numbers. In this way, both listed and unlisted numbers are included in the sample. Interviewers use tables based upon household composition in order to determine, on a random basis, the person to be interviewed. Those selected to participate in the survey are called back by appointment if they cannot be interviewed when first called.

A total of 400 adults living in the Richmond area who were cable subscribers were interviewed by telephone between January 21 and January 31, 1975. The sampling procedure for this survey was as follows: A December 1974 billing list of cable customers in Richmond was obtained. A systematic sample was selected from the residential subscribers on the list (business and commercial subscribers were eliminated prior to the selection process). Interviews were conducted with the head of household or the spouse of the head of household in each household selected for participation in the survey (households which had unlisted telephone numbers were not surveyed).

The purpose of the surveys was to ascertain the public's interest in taking courses over cable TV and to find out what courses would be of greatest interest to the community.

Of the cable TV subscribers, 60 percent said they would be likely to take courses over television in the next two or three years if they could watch at a convenient time. Of the non-subscribers, 44 percent said they would be likely to take courses.

From the surveys came lists of subjects of interest to both subscribers and non-subscribers and lists of preferred leisure interests. (See Tables III-VII).

In addition, the surveys provided the first profile of the cable subscriber (the person who has become the customer or client and is thus the target for promotion and marketing activities).

The typical cable subscriber in Richmond, Indiana, has little or no formal education beyond high school (29 percent have not finished high school, 37 percent have completed high school but have no further formal schooling); is employed during daytime hours; and earns over $10,000 a year at a skilled labor or sales and clerical job. The subscriber is a white, long-time resident of the Richmond area who has not taken any coursework in the previous year.

5. Springfield, Ohio--August 1-5, 1975

The Public Opinion Center at the request of REACH conducted a survey of a sample of cable television subscribers in Springfield, Ohio. A total of 530 adults were interviewed by telephone between August 1 and August 5, 1975. The sample is representative of the private households which subscribed to cable TV at that time. A systematic sample was selected from a list of residential subscribers, current to July 17, 1975, provided by Continental Cablevision. Interviews were conducted with the head of household or the spouse of the head of household in each household selected for participation in the survey.

The purpose of the survey was to ascertain interest in taking courses over cable TV.

Over half of the subscribers surveyed felt they would be likely to take courses over television in the next two or three years if they could watch at a convenient time. Fifty-two percent said they would be likely to take courses, and 7 percent said it would depend. Projected to the present total cable subscribing population of the Springfield area, this means that there could be 4,720 households in which at lease one person might take a course over television. The younger, better educated, and more affluent respondents were more likely to say they would take a course than were older, less well educated, and less prosperous subscribers.

Those who intended to take a course over cable television were also more likely to have taken other educational courses in the past year than were respondents who did not intend to take a cable course.

Those who intended to take cablevision courses were slightly less likely to be currently enrolled in courses than those who had no intention of taking one.

Forty-eight percent of the subscribers who had not taken any courses in the preceding year said that they would be likely to take a course over cable TV. Of those who cited a general lack of time and a lack of time due to family pressures as reasons for not having enrolled in any courses, about two-thirds expressed a desire to take a course over television. Likewise, of the respondents who did not take a course in the past year because of financial reasons, 88 percent said they would be likely to take a cable course. Of those who cited age as the reason they had not taken any courses in the past year, only one in five (21 percent) indicated a desire to enroll in a cable TV course.

Of those who might be likely to take courses, 40 percent were most interested in adult education classes about hobbies or special interests, 25 percent in post-high school technical or vocational courses, 20 percent in college courses, and 10 percent in courses toward a high school diploma. Women showed greater interest in classes on hobbies and special interests, and in courses toward a high school diploma; men were most interested in college and technical or vocational courses. Older respondents leaned strongly toward classes on hobbies, while those under 40 tended to show more interest in college and vocational courses.

Correspondingly, 64 percent said the main reason they would take a course is for self-improvement, 16 percent said to earn credit, and 14 percent said to upgrade a skill.

About half of the subscribers (46 percent) indicated that the evening hours would be the most convenient time for them to take a course over television, while 28 percent preferred the morning, and 24 percent were partial to the afternoon hours. Two-thirds of the men and those who were employed tended to prefer the evening. Forty-seven percent of those aged 60 and older said that the afternoon was most convenient for them.

A substantial number of respondents (29 percent) did not know what day of the week would be most convenient for them to take a course over cable TV. Monday was named by 25 percent of the subscribers; Thursday, Friday, Saturday, and Sunday were the most convenient days for only 10 percent of those polled.

When asked where they would like to meet for class discussions held in association with courses given over television, a plurality of respondents (43 percent) indicated preference for a place near their home, while 35 percent preferred a campus or institutional location. Thirteen percent had no opinion, and 8 percent did not wish to have any class discussions.

Most (73 percent) said they were willing to pay $15 to enroll in a course given over television. This represents a projection of 3,446 households in which at least one member indicated willingness to pay

$15 to enroll in a course. Those aged 30 to 49 were more willing to pay $15, as were those with a post-high school technical, trade, or business education, or those with some college experience.

All respondents polled were asked whether other members of their household would be interested in taking courses given over television. Nearly two respondents in five (39 percent) believed that other members of their household would be interested in taking courses. Younger (18 to 49), more affluent (with incomes of $10,000 or more) respondents were more likely to think that other members of their household would show interest in taking courses via television.

Respondents were then asked how likely they would be to enroll in each of a total of 28 courses. As was found in the Richmond, Indiana study, courses which tended to arouse more interest were those dealing with broad family concerns interpersonal relationships, and self-understanding, along with two others of general interest (GETTING THE MOST OUT OF YOUR COMMUNITY AGENCIES and ENVIRONMENT: WHERE AND HOW YOU LIVE). Hobbies and courses aimed at a narrower audience (e.g. FINDING A COLLEGE FOR YOUR SON OR DAUGHTER) proved to be less popular.

However, the general level of interest was much higher in Springfield than in Richmond. While only one of the nine courses listed in the Richmond study elicited a "very likely" response of at least 23 percent, thirteen of the twenty-eight offerings in the Springfield survey aroused a similar response in 23 percent or more of those interviewed.

USES OF SURVEYS

PROMOTION: The surveys in all four communities have served to introduce REACH to many people, to gain credibility for the community-responsive programming statements, to secure names of interested people, and to secure volunteers for work on the project (a particular benefit of the Wilmington survey). As well, the surveys are an added incentive for cooperation of cable companies, for they can gain information to better serve their subscribers.

MARKET IDENTIFICATION: The surveys have served to identify the client. In the first Xenia survey the needs of a limited, somewhat identified group were investigated, rather than the interests of what has since become for the project the market--i.e. the cable subscribers. With the market identified publicity can be directed to a specific audience.

PROGRAM DECISIONS: With information from the surveys the cable companies and REACH can determine the most convenient times for the telecasts and the most effective way to inform the potential students. This information from each survey has been used.

PRODUCTION AND PLANNING

The first Xenia survey offered no specific direction for production. The survey attempted to determine concerns of an already-identified group--or rather to establish a priority of concerns to try to meet the needs of low-income mothers--one kind of "non-traditional" learner, or "turned-off" learner.

The Wilmington survey of women's interests indicated clearly that the respondents were interested in courses over TV for "personal satisfaction" and listed sewing and needlepoint, dealing with emotional problems, arts and crafts, and first-aid as coursework having great interest for them. The first course capitalized on the second listed interest, because of the availability of a popular community leader capable of developing the course and because of the project's nagging concern for including some college credit work as soon as possible to fulfill an objective of the grant proposal.

The second Xenia survey indicated some preference on how courses should be handled. The respondents wanted courses for personal satisfaction but they might be interested in a series of courses for a credit or certification especially if credit for experience could be given, and credit courses could be continued on campus. The respondents preferred a combination of televised course segments and class meetings and were willing to pay for materials and a modest fee for the course. All of this information has been used in developing the REACH courses.

The Richmond survey gave a list of courses in which there was high interest. Some of those courses are now being or have been produced--Helping Your Child in School, T.A., Communicating With Your Teenager. The leisure courses offered first in Richmond do not seem to respond to the course preference listing but do serve as an introduction to the program since a majority of the respondents said they would spend a leisure hour given them in some kind of arts or crafts activity.

Terry D. Skinner
Jo Ann Columbro

COURSE INVENTORY

These courses have been produced and are available to be marketed:

	# Half Hours
Gardening Indoors	5
Flower Arranging with Louise	5
Astrology	5
Rags to Riches with Papier Mache	5
Holiday Crafts	2
Communicating With Your Teenager	5
Positive Parenting	10
Ethics of Persuasion	1
Understanding Yourself (T.A.)	5
Tennis Everyone	5
Coping With Stress	2
# ½-hour programs:	50

Though not a part of marketing inventory (due largely to technical and educational shortcomings) some additional material is on videotape.

Getting to Know Yourself (T.A.)	10
Tennis Time	10
# ½-hour programs:	20

Also, the original program offering was done live; therefore, no videotape exists but nevertheless it was offered to the community.

Getting to Know Yourself (T.A.)	5

Videotaped but not edited:

Jobs	5
Retirement	10
# ½-hour programs:	15

RECORD OF COURSE OFFERINGS AND STUDENTS
JO ANN COLUMBRO

	# OF PEOPLE
GARDENING INDOORS	
Richmond, Indiana 3/10/75-3/14/75	4
Henderson. Kentucky 2/2/76-2/7/76	7
Xenia, Ohio 3/17/75-3/21/75	
Wilmington, Ohio 3/24/75-3/28/75	4
FLOWER ARRANGING WITH LOUISE	
Richmond, Indiana 3/24/75-3/28/75; 3/31/75-4/4/75	27
Henderson, Kentucky 11/3/75-11/8/75	5
Wilmington, Ohio 4/14/75-4/18/75	5
HOLIDAY CRAFTS	
Henderson, Kentucky 12/6/75-12/11/75	1
Xenia, Ohio 12/5/74,12/6/74, 12/9/94-12/12/74	49
TENNIS EVERYONE	
Richmond, Indiana	1
Wilmington, Ohio 7/21/75-7/25/75	170
POSITIVE PARENTING	
Richmond, Indiana 10/20/75-11/1/75	5
Henderson, Kentucky 2/16/76-2/27/75	3
Rochester, N.Y. (no charge) 3/77	21
ASTROLOGY	
Henderson, Kentucky 11/10/75-11/15/75	13
Richmond, Indiana (first showing)	5
Richmond, Indiana (second showing)	3
TRANSACTIONAL ANALYSIS	
Henderson, Kentucky 1/19/75-1/24/76	8
Wilmington, Ohio (27 for credit)	53
COMMUNICATING WITH YOUR TEENAGER	
Richmond, Indiana	4
Henderson, Kentucky 3/8/76-3/12/76	3
Rochester, N.Y. (no charge) 11/76	42
RAGS TO RICHES WITH PAPIER MACHE	
Richmond, Indiana (no charge)	8
COPING WITH STRESS	
Cincinnati, Ohio (PBS broadcast, WCET; no charge)	232
Rochester, N.Y. (PBS broadcast, WXXI; no charge)	313
TOTAL	986

STAFFING
JO ANN COLUMBRO

Project Director
Associate Project Manager/Marketing Director
Executive Producer
Video Production Manager
Chief Engineer
Assistant Director
Art Director
Production Engineer
Office Manager
Secretary (part-time)
(3) writers (consultants)
(3) student interns
others as needed

PRODUCTION SITES
JO ANN COLUMBRO

Central State University, Wilberforce, Ohio
Benjamin Wegerzyn Garden Center, Dayton, Ohio
Kettering College of Medical Arts, Kettering, Ohio
Montgomery County Joint Vocational School, Dayton, Ohio
Sinclair Community College, Dayton, Ohio
Clark Technical College, Springfield, Ohio
Antioch College, Yellow Springs Ohio
Office of Community Services/Dayton-Miami Valley Consortium, Dayton, Ohio
a home in Wilmington, Ohio
a home in Yellow Springs, Ohio
Frigidaire display, Winters Bank Tower, Dayton, Ohio
other location and remote sites as needed

COMMUNITY/REACH/UNIVERSITY RELATIONSHIPS
JOSEPH ORNDORFF

The Office of Community Services of the Dayton-Miami Valley Consortium assumed major responsibility for the REACH project.

Because the project grant was made to the Consortium and because the project intended to serve higher education, REACH staff anticipated cooperation and assistance from area colleges. However, college personnel seem to feel threatened when a project suggests improving their offerings, faculty members do not want to lose control of the content of their courses, and faculty committees guard the "credit-granting" prerogative of the institution. In addition to these difficult areas for most colleges, the DMVC institutions had the further problem of a rather loose organization trying to pull itself together under new leadership. One of the Consortium's on-going projects was showing a major deficit--a further drain on cooperative good will.

REACH faced, therefore, some problems that it had not at first anticipated. REACH staff decided to work toward establishing credibility and rapport by working with individual faculty people and telecommunication departments rather than establishing cooperative agreements with the administration of the schools first. Equipment was not as easily available in the Consortium schools as REACH had first supposed.

Progress was slow, but production sites were developed at several Consortium schools, student interns were trained, and many DMVC people were involved in production.

Courses for credit have been offered by REACH, using DMVC faculty to teach the seminar portions. Further, some course segments are being used as part of on-campus classes. Sinclair Community College purchased TENNIS EVERYONE for use in its physical education program.

It took time to establish credibility within the academic community. Faculty members had to become convinced that this was not just more educational television designed to take their place in the classroom. Finally REACH has convinced many that visual treatment of much material can enhance and augment, and that REACH courses are not designed to take the place of the talented teacher.

REACH experienced a variety of relationships with postsecondary institutions in Ohio and Kentucky. In its own backyard, REACH failed to achieve a close working relationships with its parent organization, the Dayton-Miami Valley Consortium (DMVC). The DMVC membership is drawn from 15 postsecondary institutions, including private and public schools. Their interest in REACH remained fairly low during the first year of the project due to a change in the presidency and a period of organizational re-assessment. During that period of reorganization, an executive committee recommended REACH be shelved and the Office of Community Services terminated. The new president resisted this recommendation and succeeded in saving the project. Enthusiasm for the project by the university and college presidents was hardly apparent, except in a negative sense.

On the project level, however, REACH enjoyed a good working relationship with several individual DMVC faculty and administrators, particularly at Central State University, Wilberforce University and Clark Technical College, and the Kettering Medical College. Unfortunately for REACH, community-based programming was not a priority for an organization saddled with a $60,000 debt from a previous DMVC project which had gone under. No doubt this reality conditioned their attitude toward REACH and made effective cooperation remote.

Henderson, Kentucky was a different matter. The ancient saying, "Never a prophet in your own hometown" proved accurate in this case. REACH contacted the director of Henderson Community College, a branch of the University of Kentucky, about offering courses within their community education program. Timing was a major factor since they were looking for material to program over their own educational access channel provided to the college by Telesis Cable, Inc. The Director, anxious to offer courses to the community, assisted REACH in identifying community leaders and organizing the program advisory board, and assigned school faculty to manage the project.

COMMUNICATING WITH YOUR TEENAGER, POSITIVE PARENTING, TENNIS EVERYONE, and TRANSACTIONAL ANALYSIS were offered in Henderson. University/REACH advertising efforts attracted 40 participants.

Early in the project, Wilmington College/REACH Productions developed what proved to be the most rewarding relationship of the three years. Before REACH became concerned with video quality, two courses (Tennis and Transactional Analysis) were produced which attracted and held the interest of more than 200 participants, indeed more than 20 participants took one of the courses for college credit. Success in Wilmington was attributed to a purely local phenomenon, the enthusiasm and following of a highly visable Presbyterian minister/part-time Wilmington College instructor and his assistant. Between the two, the recruited every student attracted to the course. Wilmington College and REACH split the

revenue generated from these programs. This device worked extremely well in Wilmington, but when REACH took the courses to Xenia, they died. Of course, the Xenia tornado of 1974 ripped up the cable system, destroyed Central State University and made our task even more difficult.

From this experiment, we found out that what works well in one community may not work in another. Optimism generated by the Wilmington success faded rapidly as REACH moved to concentrate on higher quality production and marketing.

Future relationships with postsecondary institutions can profit from the experiences of the REACH Project. Universities have a natural interest in credit-bearing courses which show potential for generating additional revenues or improving the visibility of university presence in the community. If both of these elements are present, there is a reasonable chance for a successful venture. Postsecondary institutions seem more willing to offer continuing education courses which may not carry credit. Images of post-secondary education frequently do not include leisure time courses such as gardening, tennis, cooking or other passtimes for which specific skills or knowledge are nevertheless required.

Assessing the community-based educational interests of post-secondary institutions need not be a long and drawn out process. Conversations with the Dean or Director of Continuing Education generally will provide a quick assessment of interest. Using television as part of the course may prove to be qn obstacle, if there has been no experience with THE ASCENT OF MAN, THE ADAMS CHRONICLES or other television-based programs.

One note of caution should be added here. Local production efforts will rarely be of the caliber presented by national production efforts. Yet, there is no reason why well conceived and soundly produced educational programs cannot be prodeced with the proper encouragement from the university, the cooperation of the local PBS affiliate and modest funding to cover out-of-pocket costs. University faculty and talented community residents who are specialists in certain fields can be involved in the course developmental process, if adequate time can be scheduled along with the proper recognition given by the university.

Again, availability of a small production team independent of the university is necessary to work with content authorities. The production can be part of the local PBS station or a group who can marshal the necessary production resources when they are needed. Usually competent individuals can be found who, with only slight encouragement and modest compensation, will provide the necessary content direction.

One major shortcoming of Project REACH was its inability to spend the necessary time showing university officials how television could expand their reach into the community. Once REACH completed its market surveys, it moved headlong into the production of courses which did not have an immediate relationship to their academic interests. Persuading them, after production, to offer courses as part of their continuing education program proved to be most difficult.

If future programs envision developing ties with universities, it would be helpful to include the key representatives into the planning process. Unfortunately for REACH, the DMVC was in such turmoil, that process was impossible at the beginning of the grant period. REACH wnet, instead, directly to the community with interest surveys to determine what kind of courses should be produced. Once the commitment had been made to the community to rpoduce a course, b-sed on survey results, the direction to be taken by the project was established. Later, when the DMVC began setting priorities, REACH found itself outside of those goals, setting the stage for a highly uncomfortable two years of touch-and-go and hide-and-seek. Conflict over courses to be produced and marketing strategies became major points of disagreement with the DMVC (grantee) on one side and REACH (the project) on the other.

During the last six months of the project, REACH determined it would produce a series for use of selected PBS stations. COPING WITH STRESS was produced and successfully offered over PBS stations in Cincinnati and Rochester, New York. Rather than work with post-secondary institutions, REACH worked with individuals from universities, but major involvement came from mental health agencies in those communities who were mobilized and willing to plan and sponsor coordinated community workshops.

If postsecondary relationships are desired, credit courses or courses with an acedemic appearance should be planned. If, on the other hand, community education is the goal, cooperation and involvement of appropriate agencies should be scheduled. REACH found it much easier to work with community agencies and groups who perceived themselves to be local service providers and had the ability to organize participants for first watching the television program and then attending scheduled workshops.

In the final analysis, community agencies with specific missions seem better suited to work with television projects such as REACH than postsecondary insitiutions. Agencies who are funded locally see the need to improve their own visibility and continue to provide needed services to their sponsors--the public. Postsecondary institutions are designed to serve their clients--the students. Projects, such as REACH, which try to serve the broader community seem to be perceived as drawing on campus resources at the expense of the institutional mission. Very few universities have personnel who are set aside by their institution to run programs which may be a financial drain. Thus, community service agencies seem better suited for reaching the wider public with courses designed to help individuals improve their general family living skills.

On the other hand, had REACH produced courses in economics, history or sociology, postsecondary institutions would have been more likely to have seem their best interests served by fuller participation.

Project governace, that is who really runs and directs the effort, was always a bone of contention which contributed to deterioration of relations between REACH and the DMVC Board. The DMVC was the project grantee, but allowed the project a wide latitude of independence. After the DMVC hired its new President and began charting a course of action for itself, the continued responsibility of a large project was seen as counterproduction to newly emerging priorities which focused on the campus, saving money and paying off the $60,000 debt left by a previous project. Had REACH not yielded a healthy indirect dollar value to the DMVC general fund, DMVC Board intentions to terminate the project would have been quickly implemented.

The REACH project director and the DMVC President worked closely to provide the DMVC Board with a reasonable justification for continuing the project. Project goals were revised to dovetail with goals established by the Board. The Board, however, continued to press for termination and/or restriction of project efforts. The Project Director and President continued to sidestep Board inclinations and pressed for developing a track record which would give the Board justification for project continuation. Fortunately for the project, other concerns diluted their non-interest in REACH, and so long as it appeared the project would not create a debt for which the Board would be responsible, activities could continue--albiet quietly--for the duration of the three years.

CABLE TELEVISION
JOSEPH ORNDORFF

Cable television, envisioned some years ago as a new community communications avenue, has not blossomed yet as initially projected. This project, along with the dreams of other would-be educational and community-based video projects, have been disappointed at the general absence of cable company interest in designing cable systems to carry the signal of locally produced programs.

Historical conditions, in many cases, are responsible for this disappointment, along with the naivete of prospective system users. First generation cable systems were built solely to bring television signals to areas unable to pick up adequate signals. These systems were not envisioned as organization points for locally produced programs. Once the Federal Communications Commission mandated educational access, cable companies promised unlimited channel space in order to secure a franchise when two or more cable companies were in the bidding against one another. Carried along by the wave of enthusiasm, REACH projected potentially vast markets for educational programs geared to popular learning interests such as POSITIVE PARENTING, COMMUNICATING WITH YOUR TEENAGER, TRANSACTIONAL ANALYSIS, COPING WITH STRESS, and the celebrated course of TENNIS ANYONE.

Cable systems in and around the Dayton area failed to materialize on schedule, forcing REACH to extend itself beyond its home base into Indiana and Kentucky. Although these were experimental efforts, the resource base of an "at-home market" in the Dayton area vanished. The REACH staff spent most of its time identifying and organizing coalitions of community service agencies to offer courses and seminars.

Cable television may finally be coming of age, albiet five years later than expected. REACH Productions learned several hard lessons as a result of this experience.

Cable operators are businessmen in pursuit of providing a service which is marketable and capable of showing a profit, not social workers attempting to solve community problems. Recognizing this fact and learning to develop practical options for drawing them into local programming efforts is a necessary alternative to ugly showdown confrontations.

Most cable operators genuinely want to provide their community with as many services as might be profitable. Cable systems are generally owned by a Multiple System Operator (MSO) which is removed from the chemistry of the community, and may require the development of different strategies.

Cable companies, for the most part, seem eager to work with community groups so long as little or no expense is incurred on their part. This single factor is responsible for detering the intentions of many hopeful educational program developers. REACH served a useful role in fleshing out these operational realities--as painful as they were and damaging to the profit and the achievement of its goals and objectives. Most communities will never

have the ability to use their cable television stations for anytiong other than interview and talking head presentations due to the cost, time and expertise required to produce serious television programs.

Cable companies do not have, nor do they plan to have, production personnel available for the creator of local programs. Local communities with community colleges or universities interested in television projection may work to explore developing closer ties for the production of cable television programs. As a rule, though, postsecondary institutions are not overly enthusiastic about working with non-student community groups since expectations often exceed resources. Universities see themselves as preparing tomorrow's Roone Arlidge and Walter Cronkites, not Joe and Mary Beercan producers.

Equipment required to produce an educational program is expensive--beyond the grasp of co-munity groups and most cable television companies. A modest production system can cost between $25-50,000, not including personnel. Systems which are on the market are gradually becoming easier to operate, but still require full-time maintenance. It is on the block of equipment maintenance that most efforts stub their toes.

As the larger communities gradually build their cable systems, projects such as REACH take on a greater significance. Reaching a potential audience of 25-40,000 provides a strong inducement to plan educational programs which can be shown and repeated frequently. Marketing educational programs via cable television is no more difficult than the use of PBS, since few people know of each at the start. Efforts to create a continuing education cable channel seem warrented in larger urban areas where populations are afraid to go out after dark, yet need additional educational opportunities.

REACH hardly scratched the surface of the potential as a result of its search for audiences in rural markets. Yet, demand could be developed if the product can be attractively produced and marketed. Cable television remains an attractive medium for postsecondary education programs since PBS schedules are already crowded with other cultural and public affairs programming.

Programming for cable, however, should have the same high production standards demanded of commercial television stations. Too often, cable television producers feel they can get away with a sloppy production. If anything, the opposite is true. Attracting viewers to watch a particular cable channel can be a futile exercise unless the payoff is a highly engaging and well-produced program. Viewer sophistication is such that its toleration for poorly planned, carelessly conceived programs is extremely low.

If anything was learned from the REACH experiment, it was a strong justification for a production source independent of the universities, but willing to work with them, in the production of high quality, low-cost educational programs.

Working with cable operators need not be a traumatic experience, if the limits of the cable system are recognized up front and planned for. How a cable system is engineered determines whether signals originating at the headend will be of high quality. Absence of expensive time-base correctors (TBC) assures signal quality will be less than stable. Few cable stations are equipped with the necessary production facilities and equipment. Indeed, the FCC no longer requires cable systems to provide equipment for would-be community users. This barrier is an effective deterrant to developing cooperative bonds between the operator and the producer.

With the advent of pay-cable, which sells movie packages at premimum prices, cable operators are even less willing to provide environments which compete with their own revenue-producing items.

The FCC still mandates space for educational, local and government access--but no longer need a station provide a channel for each, until demand clearly warrants. Until that time, all three users are placed in competition with one another for channel space. Absence of production facilities, and equipment, reduce the number of would-be producers. Those who are able to secure suitable equipment may be further frustrated if they are forced into poor time slots or if the signal is not cleaned up with a time-base corrector.

Those groups planning to use cable television would be well advised to create a strong local advisory board which includes individuals capable of leveraging cooperation from the cable station, if that route becomes necessary. Independent producers should not count on cable operators for personnel, equipment or facilities. Cable operators will provide channel space, but scheduling may prove difficult if other groups, particularly religious groups, are interested in cablecasting.

MARKETING
JOSEPH ORNDORFF

REACH Productions failed to successfully market the many courses produced during the three-year grant period. Many reasons can be suggested for this failure. Uppermost was a sense that production should take precedence over marketing. Secondly, the absence of cable systems in large urban markets forced the REACH staff to concentrate its efforts in small communities. Although numbers of participants in the smaller communities was usually satisfactory, REACH could never hope to become economically self-sustaining on the meager number of participants it did attract.

Initial assumption os this project were: 1. large communities would have cable and therefore, large potential audiences; 2. REACH would eventually become self-sustaining as its course inventory and market size grew. None of these assumptions materialized, throwing REACH into the uneviable situation of having to constantly develop excuses for inadequate course revenues and low participation. The dodging and weaving resulted in a constant changing of goals and priorities.

In retrospect, REACH should have admitted the absence of solid markets and concentrated on producing and pilot-testing program materials to see what seemed to work best. During the last six months of the project, it moved in that direction and achieved a remarkable success in Cincinnati and Rochester.

Not until Project REACH had nearly completed its three-year run did unquestioned success cross its path. After three years of grappling with cable systems who had little interest in public access or systems that were engineered to handle a locally originated signal, REACH developed a significant relationship with two PBS (Public Broadcast Service) affiliates in Cincinnati and Rochester, New York. Once the technical problems associated with half-inch portable video had been licked, REACH found it had the capability to transfer its programs to two-inch quad tapes for broadcast. Reaching into any home with a television improved the drawing capability of REACH probrams and enhanced its ability to mount a community-wide workshop program.

First in Cincinnati, and later in Rochester, REACH developed a process for planning and implementing agency/REACH-sponsored workshops and seminars. This 31-step process allowed REACH and agency representatives to articulate their expectations and develop a reasonable approach for realizing those goals in each community. Each of the 31 steps has been annotated to provide the reader with a sense of direction. It should be noted that the annotation is always "in draft" due to the need to convey an interest in keeping the document open for new ideas and responsive to local ideas and practices.

Meetings held in both cities to identify interest in workshop sponsors were able to attract 25 to 40 agencies willing to cooperate in the effort. Of this number, about one-third would drop out before the programs were scheduled for broadcast, or would throw in with other agencies and share the responsibilities.

Attracting human service agencies to participate in a new and untested service-delivery process was a major challenge. Stereotypical attitudes toward television were created by their preconceived opinions about "educational" television. Breaking down these barriers by demonstrating the quality of the videotape and the availability of a delivery plan that seemed both reasonable and manageable proved most satisfactory to agency personnel. Of course, agency personnel at staff levels and management level did not always see the merit of the REACH model equally. Therefore, in Rochester, the first meeting included the agency director along with staff.

What seemed to appeal to agency directors was the concentrated exposure and community visibility as a result of participating in a television-based project. Although PBS stations do not compare in viewership with commerical stations, concentrated awareness-building campaigns can attract more attention than a year's work using traditional service delivery techniques. This hypothesis was born out in both cities where the viewership was conservatively estimated to be between 11-17,000 viewers along with 300 workshop participants. Continued PBS relationships are planned in Indianapolis, Chicago and Minneapolis where both the Family Service Association and Mental Health Association have expressed interest in using the model developed by REACH Productions/WCET and the local Family Service agencies in Cincinnati and Rochester, New York.

OUTREACH MODEL
JOSEPH ORNDORFF

Marketing techniques designed for credit courses for which a charge was to be made changed dramatically when REACH developed plans for offering courses free and in cooperation with local Family Service agencies, mental health organizations and other community service groups.

COPING WITH STRESS became the final market testing program produced by REACH. The following pages detail the process used by REACH, the cooperating agencies and the local PBS affiliate to mount a successful poblic awareness campaign and attract at-home viewers and workshop participants.

"TIME TO BEAT THE DEVIL"

"That ol' Devil, stress,
Always tryin' to mess
With your mind...."
—from 'Makin' Us A Star'
by Rob Roxan Scott
c. 1976, REACH Publishing Co.

Nobody can run away from stress. Stress attacks everyone —at work, at home, on vacation with the kids and the dog.

It's how we cope with stress that counts. Successful coping with stress can make us winners, with our co-workers, with our families, with ourselves.

WCET, CHANNEL 48, is counting on you gaining some information on how to beat that devil stress in two one-hour television programs on September 14 and September 21 at 7:30 PM.

"Coping With Stress" is designed to allow you as viewers to participate with us in understanding the way stress works on our minds, bodies and feelings, and how we can work together to keep it from getting us down.

Both one-hour programs will include a live call-in session, so viewers can ask questions and discuss answers with a panel of people who know how to deal positively with stress.

Community workshops will be going on at the same time in local schools, churches and other social service agencies where friends and neighbors will gather to discuss the ideas presented in the "Coping With Stress" programs.

The workshops are free, and each will provide an experienced facilitator to lend expertise to the discussions of how stress affects us and our neighbors.

You can make reservations to participate in your neighborhood workshop by calling:

Whether you participate in "Coping With Stress" at home with just your family, or at a workshop with your neighbors, you'll enjoy learning how to win the battle with stress.

It's fun to beat the devil!

AMERICAN FAMILY SERIES Produced and Distributed by REACH Productions, 1976
A project of the Office of Community Services/Dayton-Miami Valley Consortium
Supported by the Fund for the Improvement of Post-secondary Education, HEW

COPING WITH STRESS TIME AND TASK SCHEDULE

September, 1976 to January, 1977

	Sept.		Oct.		Nov.		Dec.		Jan.	
1. Station preview & approve tape										
2. Station schedule air date										
3. Identify additional community agencies										
4. Hold exploratory meeting with agencies										
5. Agencies preview videotape; questions & ideas										
6. Agencies estimate number of workshops they can sponsor										
7. Brochure design & printing										
8. Identify regional workshop coordinators										
9. Identify & recruit workshop managers										
10. Identify and secure locations for workshops										
11. Recruit panel of experts for phone-in										
12. Structure & rehearse studio portion										
13. Workshop managers preview videotape										
14. Panel of experts preview videotape										
15. Recruit volunteers										
16. Recruitment of television/workshop participants										
17. PBS program guide announcement										
18. Newspaper television guide										
19. Special mailings										
20. In-agency advertising										
21. Public service announcements										
22. Agency newsletter										
23. Pictures for local newspapers										
24. Final orientation of workshop leaders										
25. Registration of workshop participants										
26. Broadcast program & panel discussion										
27. Hold neighborhood workshops										
28. Individual workshop evaluation										
29. Agency evaluation of entire effort										
30. Publication of collated participant/agency evaluations										
31. Wrap-up assessment meeting: open forum										

A Project of the Office of Community Services, Dayton-Miami Valley Consortium
Supported by the Fund for the Improvement of Postsecondary Education

DRAFT

ANNOTATION: COPING WITH STRESS AND TIME TASK SCHEDULE

1. Station Preview and Approve Tape

The Executive Director of the local Family Service agency and the President of REACH Productions, Inc. meet with station manager, program director and other station personnel as is appropriate. At this time, they are provided with an explaination of how the television programs and the workshops feed one another. It is also very important to point out that this type of programming and working with these agencies, that they will be able to increase viewership from minorities and other low income individuals who are not typically PBS viewers. Individuals at the station then preview and approve the tape.

2. Station Schedule Airdate

Once the station has previewed and approved the tape, the director of programming will take a look at their monthly scheduling to see what times are available for drop-in scheduling. In most cases, "Coping With Stress" has been run at a one-week interval; however, there would be no problem in running the series on a Tuesday and Thursday. It should be kept in mind that it is important to secure a time somewhere between 7 O'clock and 8 O'clock for the television segment since there will be workshops scheduled following each of the television broadcasts, and if a program would be telecast at 9 O'clock, it would be impossible to start a workshop at 9:30 and go until 11 O'clock. Ideal time is for 7:30 or 8 O'clock. Remember when scheduling air time it will be a decision as to whether you will also schedule an additional half hour of air time for a live call-in panel, to be described later.

3. Identify Additional Community Agencies

Since the local PBS television station generally covers areas outside of yoru community, it may be worthwhile giving thought to inviting other mental health and human service agencies to participate in sponsoring workshops with you. These additional human service agencies have their own client population which can be identified and invited to participate in workshops sponsored by them. This additional human service agency involvement tends to enlarge the scope of participation and provides a very clear example of agencies attempting to involve and coordinate human service programs in the community, and also attempting to eliminate costly duplication of services. In Cincinnati, Indiapolis and Rochester, N.Y., more than 80 different agencies were identified to sponsor workshops of their own. Letters addressed to the executive directors of those agencies, hospitals, ministers, teachers, administrators and the business community go out inviting them to an exploratory meeting.

32 N. Main Street, Suite 1301, Dayton, Ohio 45402 (513) 228-6573

A Project of the Office of Community Services, Dayton-Miami Valley Consortium
Supported by the Fund for the Improvement of Postsecondary Education

4,5.Hold Exploratory Meeting With Agencies
At this meeting, the videotape is previewed, and questions concerning the workshops are answered. At this point, the hosting local Family Service agency and REACH Productions, Inc. explain how they became involved in this project. The theme at this meeting is enabling each human service agency to serve its constituency more effectively without increasing costs. As a rule, agencies raise a wide variety of questions, particularly as to who is running the show, or running the program, what kind of controls will Family Service exert, will there be any help in running the workshops, etc.

6. Agencies Estimate Number of Workshops They Can Sponsor
The purpose of this early guestimation is to determine the number of possible workshop coordinators necessary to facilitate the program. Also it helps to give an idea of how much advertising materials will need to be available. It may very will be at this exploratory meeting some agencies will be able to commit; others will need to go back to their shops to think it over and to talk it over with other staff before making a decision. It is important to get the names, titles, addresses and telephone numbers of all people attending the exploratory meeting so that communication between them and the project goes smoothly.

7. Brochure Design and Printing
In many communities, unique brochures are already available. In other situations, they will need to be designes, written and printed. REACH Productions has several ideas which any agency should feel free to use.

8. Identify Regional Workshop Coordinators
Selection of regional workshop coordinators is a crucial determination in that you are looking for individuals who are real go-ge-ters who have management capability and have a vested interest in the success of their endeavor. Thought should be given to selecting workshop coordinators along geographic lines, for example, North side, East side, West side, South side of city and suburbs. These coordinators should report to the local Family Service Director of Family Life Education, who in most cases, is coordinating the program. All information going to the workshop managers funnels through the coordinators.

9. Identify and Recruit Workshop Managers (Trainees)
Workshop managers are selected by the regional coordinators. When looking for a workshop manager, special attention should be given to those individuals who work well with people, particularly in helping peopel discover, rather than tell people how to do it. Ability to conduct a successful workshop relies on their group dynamic capabilities as well as their mastery of the content. In some cases, it may be appropriate to have more than one workshop leader for each site. Each workshop leader will be provided with topics drawn from each of the half-hours for the discussion groups which they may or may not use.

10. Identify and Secure Locations For Workshops

Workshop sites are located throughout the community in churches, schools, storefronts and in agency offices. As a rule, people will come to that location to watch the television program; however, they may watch the program at home and then come to that site for the workshop. It is the responsibility of the regional coordinator to assure there are adequate locations.

11. Recruit Panel of Experts for Phone-in

The panel of experts is generally hosted by someone from the local Family Service Association, although not necessarily. Three panelists should be selected, preferably an M.D. who is engaged in general practice, a psychiatrist or psychologist, possibly another social worker and/or a person not agency affiliated who is in an obviously stressful situation, for example, the chief of police, editor of the city desk, a television personality, etc. Selection to participate on the panel should take into consideration their ability to talk clearly and plainly, how they relate to people problems, and how they look on television. It is best if these people are very animated, have up-lines at the mouth, nose and eyes, and have a voice that people can listen to easily.

12. Structure and Rehearse Studio Portion

Arrangements with the Director of Programming and the Executive Producer should be made to outline the live half-hour phone-in, including what the set should look like, where people will be located, the various cues used in television and a dry run. Back-up questions should be prepared in the unlikely event no telephone calls are received.

13. Workshop Managers Preview Videotape

Working through the regional coordinators, the workshp managers should be contacted and invited to the television studio to preview the videotape. At that time, the local Family Service Director of Family Life Education should go through the materials to be used to spark a discussion. Also, it is very important that the evaluation material be put into the hands of the regional coordinators and the workshop managers to assure that data is secured. After previewing the video--tape, questions are generally asked relative to how to stimulate discussion, although most of the people attending have a pretty good idea of how to do that. The importance of the evaluation is stressed.

14. Panel of Experts Preview Videotape

After the rehearsal, the panel of experts can preview the videotape. It might be a good idea for them to develop questions which they would like to ask one another, summarize how the live half-hour is to be conducted, and ask them to give thought to a 30-second or so opening statement relative to stress. Be sure to emphasize that we are using a well model as opposed to a medical model, therefore, we are assuming that most of the people who are watching the show are okay and want to pick up tips on how to stay that way.

15. Recruit Volunteers

It may be helpful to consider the recruitment of volunteers to assist in this project. They can help recruit workshop participants, help with addressing mail-outs, and in some cases, even train to conduct workshops. It is also a good opportunity to involve the board of directors in a major high visibility FSAA project; for example, board members can be very helpful in getting the word spread among the right people as to how FSAA is bringing together a wide variety of agencies to sponsor workshops for the community. They may also have an "in" with very important resources in the marketing, advertising and promotion field which can be used. It may very well be a board member has the expertise and the personality to act as host or hostess on the live phone-in panel. These and other ideas should be carefully explored to achieve the maximum benefit from volunteer participation.

16. Recruitment of Television/Workshop Participants

This task is handled best when done jointly by the television station and the participating agencies. Once the regional coodrinator is able to identify and recruit workshop managers, they can be the most effective link between the community in recruiting participants. In many cases, it may be helpful to prepare and print a brochure with the agency's name, logo, etc., as well as a registration form. It has been the experience of REACH that word-of-mouth advertising is more effective than newspaper, television or direct-mail attempts. Therefore, if it is possible to have the existing clients informed about the workshops, it will probably be more effective.

17. PBS Program Guide Announcement

Local participating PBS stations should be given blurbs to include in their monthly TB schedule. A request for a special feature may be possible if material is ready to go on schedule. As a rule, the guides are prepared one month in advance, so it will be necessary to have the ideas on this matter crystallized by that time. Materials already developed by REACH can be drawn upon if desired.

18. Newspaper Television Guides

The public relations officer for the television station, as a rule, will give this information to the local newspapers for inclusion in their TV guides. It may also be possible to get feature stories in those papers if there is a good relationship between the newspaper and the public relations officer.

19. Special Mailings

The television station, if it is so inclined, may print and mail with the monthly schedule an announcement of the program and the scheduled workshops. Agencies may mail material to their list of clients and friends.

20. In-agency Advertising

In-agency newsletters and brochures are helpful in making sure everyone in the agency becomes an advocate for this program. It is important to make sure that all know of its scheduling and be encouraged to help funnel possible program participants to the right people.

21. Public Service Announcements
Local commercial television stations, radio stations, as well as the participating PBS station may be willing to air public service announcements as part of their FCC requirements. If this can be arranged, it will be necessary to deliver scripts to them which require little or no editing.

22. Agency Newsletter
The agency newsletter as well as other agency newsletters, which can be contacted should include an announcement of the program, a brief description of its objectives, and the scheduled showings on television and the scheduled workshops.

23. Pictures For Local Newspapers
Prior to the telecast and workshops, workshop leaders should have their pictures taken and a story and pictures should be sent to the local newspaper for inclusion. Again, copy and picture should be ready to go.

24. Final Orientation of Workshop Leaders
The final orientation of workshop leaders should be something of a motivational seminar in which the importance of what they are doing, the importance of the evaluation and the importance of securing from the participants the names, addresses and telephone numbers of other likely participants. If necessary, the videotape can be previewed again.

25. Registration of Workshop Leaders
It is a good idea to register every workshop participant so we have demographic data on each individual. REACH has prepared a workshop evaluation which includes this demographic data. So if the evaluation is completed, this will be completed as well.

26. Broadcast Program & Panel Discussion
As a rule, more questions will be phoned in to the panel than can be answered. Individuals who wish to be called back should leave their numbers. Many callers, if invited, will join a neighborhood discussion group, others are candidates for counseling services. The following day, individuals whose questions were not handled by the pannel should be called.

27. Hold Neighborhood Workshops
Special attention should be given to the theme of helping individuals develop coping skills and begin working out their own concerns.

28. Individual Workshop Evaluation
In order for agencies and REACH Productions to determine how effective the television and workshops were, an evaluation has been prepared. The evaluation forms will be collected from all of the cities and data collated so it can be shared with all of the human service agencies. The data will also be used by REACH Productions to determine if programs should be rescheduled in the near future, and if other programs should be produced.

29. Agency Evaluation of the Entire Effort
A form prepared by REACH Productions will enable each of the agencies to assess whether this undertaking was worth the effort and whether they would be interested in doing it again. This should be a very candid assessment of involvement and perceived value. These forms will be collected from each of the agencies, collated and shared with all.

30. Publication of Collated Participant and Agency Evaluations
Once the materials are available and have been assessed, a summary statement will be published and distributed to those requesting the information.

31. Wrap-up Assessment Meeting
This will be a meeting to which all workshop managers, regional coordinators, and other interested parties will be invited to share their thoughts on the effectiveness of the whole project. Hopefully by that time, the data from the participants and the agencies will be collated and available and distributed at that time. Plans for sponsoring additional workshops will be discussed at that time.

PUBLIC BROADCASTING CENTER WXXI tv21 - fm91.5

WILLIAM J. PEARCE
PRESIDENT & GENERAL MANAGER

July 12, 1976

Mr. Joseph Orndorff
Director, Community Services
REACH Productions
32 North Main
Suite 1301
Dayton, Ohio 45402

Dear Mr. Orndorff:

I enjoyed our meeting last Friday and look forward to an opportunity to work with you and REACH in the future on community service programs.

Thank you for sharing your videotape program, "Coping with Stress." We feel it is an excellent half hour TV program that could be effectively used as the focus for community-wide participation in the vital area of family life education. The quality of your 1/2 inch videotape production was truly outstanding. Here at WXXI we have been broadcasting 1/2 inch videotape programs in cooperations with local portable video groups for the past 4 years, but we have never achieved the excellent quality you displayed in your videotape. You obviously have some very talented technical and production staff.

Also, thank you for bringing us together with the Family Service of Rochester. We would be happy to work with them and REACH in order to bring community resources to bear in an important aspect of our lives.

We look forward to viewing the second half-hour TV segment of your proposed program. Meanwhile, you have our best wishes for a successful endeavor.

Sincerely,

William J. Pearce

WJP:pd

280 State Street, P. O. Box 21, Rochester, New York 14601 716/325-7500

Family Service of Rochester, Inc., 31 Gibbs Street, Rochester, New York 14604 716/232-1840

Paul L. Yurzy
Executive Director

September 28, 1976

Mr. Joseph Orndorff, President
REACH
Suite 1301
32 North Main Street
Dayton, Ohio 45402

Dear Joe:

Your call today was most welcome and encouraging; we're pleased to have a reading on what happened in Cincinnati for both our progress comparisons and our inspiration. A brief status report follows.

1. Out of the original body of 21 agencies contacted, 17 have responded favorably and will conduct at least one workshop each. FSR is planning at least three to four workshops at two to three locations. The workshop leaders' meeting, 9/30, will net more accurate info.

2. We are setting up (based on 9/30 reaction) two basic task forces: for promotion and evaluation, both at as many levels as possible. The worksheets for these are enclosed.

3. The format of the "studio" half-hour has changed somewhat. We will attempt to put a workshop right on the tube, the participants in which will be knowledgeable "workshop-wise" people. The program will be pre-taped so that as each speaks out, the voice will coincide with an action tape of that person at work. Or something like that. Q/A will be handled live in about a ten-to-fifteen minute live segment. Sounds tight but let's hope.

4. The PR director for the local Blue Cross/Blue Shield has the program scripts. After he reads them, he will contact us regarding his possible involvement, re: promotion of STRESS pamphlets.

5. This agency is being slowly warmed to the project. We've been so involved with drawing others into the fold that it turns out to be a "company-gets-fed-before-the-kids" situation. But that is working out and excitement is mounting.

Member of Family Service Association of America / A United Community Chest of Greater Rochester Agency

Congratulations on your successes, both personally and professionally. We wish you every goodness along the way. Looking forward to receiving assessments and supplies, as well as your continued encouragement and guidance. Onward "Project STRESS!"

Cordially,

Charles A. McGill
Director of Communications

Fern B. Beck, Director
Family Life Development

CM:ds

Enclosure